

Course # 3331, LET 1 a - Leadership, Character Development, Conflict Resolution, Communication Skills, Beginning Finance, Wellness, First Aid, and Citizenship

COURSE DESCRIPTION: This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It includes the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced; physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

COURSE PREREQUISITES: Completion of the eighth grade

COURSE TOPICS / OBJECTIVES:

Army JROTC - The Making of a Better Citizen

1. Meet other and learn about class members.
2. State the mission of Army JROTC.
3. Identify the challenges and opportunities of Army JROTC.

The Past and Purpose of Army JROTC

4. List the key points of the U.S. congressional act that created ROTC.
5. Identify the desired goals for JROTC.
6. Explain significant historical events that combined military training and education.
7. Identify the importance of JROTC and the military in education at all levels.
8. Describe the relationship of the military to public education.

Moving Up in Army JROTC - Rank and Structure

9. Identify Army JROTC enlisted and officer insignia.
10. Diagram cadet ranks to positions to include duties and responsibilities
11. Evaluate how the organization supports the operation of the Army.

The Signs of Success

12. Name and compare three types of unit decorations.
13. Name the two main categories of individual awards.
14. Identify the four institutional award categories.

Your Personal Appearance and Uniform

15. Identify JROTC Uniform Components
16. State the appropriate occasions for wearing each uniform.
17. Identify four factors important to personal appearance.
18. Describe guidelines for proper personal appearance in uniform.
19. Describe proper maintenance of uniforms.
20. Describe guidelines for proper wearing of the uniform.
21. Demonstrate correct placement on uniforms of nameplate, insignias, awards, and decorations.
22. Perform a pre-inspection.

The Stars and Stripes

23. State when and where the first “Stars and Stripes” was created.
24. Explain the significance of the parts and colors of the U.S. Flag.
25. Describe the sizes and uses of the three basic types of U.S. Flags.
26. Describe courtesies taken to show respect for the U.S. Flag.
27. Explain the basic rules for displaying the U.S. Flag in different situations.
28. Demonstrate the correct way to fold the U.S. Flag.

Proudly We Sing - The National Anthem

29. Name the author of the National Anthem.
30. Relate the story behind the National Anthem.
31. Describe the courtesies taken as a cadet to show respect during the playing of the National Anthem.
32. Give the history of the official National March.
33. Recognize the official National March.

American Military Traditions, Customs, and Courtesies

34. Describe types of personal salutes and when they are executed.
35. Match Army ranks to their proper titles.
36. Execute a salute.
37. Identify situations requiring a salute or other forms of respect to senior officers.

Leadership Defined

38. Identify leader behaviors that create the desire to follow.
39. Assess present leader behaviors as they relate to purpose, direction, and motivation.
40. Identify areas for personal development.

Leadership Reshuffled

41. Identify the development of leadership.
42. Describe the different approaches to leadership, the reasons for using them and the reasons for their decline.
43. Describe environmental changes that affect leadership.

Leadership from the Inside Out

44. Identify what attitudes the cadets currently hold and how those attitudes affect their actions.

45. Describe how the similarities and differences in people's values can impact how they lead, follow or team with others.
46. Identify and relate to the Army values.

Principles and Leadership

47. Identify the four categories of leadership character and competence.
48. Define leadership dimensions.
49. Recognize leader behaviors as they relate to the BE, KNOW, DO model.
50. Identify times cadets can, and do, demonstrate leadership character and competence.

Steps from the Past

51. Describe the origin of drill as it relates to the Continental Army of the United States.
52. Identify five purposes of drill throughout history in times of war and peace.
53. Explain the importance of drill on military discipline.
54. Compare the qualities of discipline that Baron Friedrich von Steuben instilled in the Continental Army to what military drill teaches and develops today.

Roles of Leaders and Followers in Drill

55. Describe the responsibilities of a follower and leader in drill.
56. Identify the types of drill commands.
57. Describe the elements of a proper command voice.
58. Demonstrate correct response to the commands for the position of attention, rest positions at the halt, facing at the halt, and the hand salute.
59. Demonstrate the hand salute while covered and uncovered.

Using Your Leadership Skills/Taking Charge

60. Explain the preparation a drill leader takes before a drill.
61. Explain the procedure a drill leader takes to teach a drill.
62. Identify five characteristics of a good drill leader.

Stationary Movements

63. Demonstrate correct response to the commands for the position of attention, rest positions at the halt, facing at the halt, and the hand salute.
64. Demonstrate the hand salute while covered and uncovered.

Steps and Marching

65. Demonstrate marching to the cadence of 120 steps and 180 steps per minute with a 30-inch step.
66. Demonstrate marching using the 15-inch step.

Squad Drill

67. Demonstrate correct response to the commands for forming and marching the squad.
68. Identify the different types of squad formations and relate specific drill commands to them.
69. Identify the locations of key squad personnel in squad formation.

Platoon Drill

- 70. Demonstrate correct response to the commands for forming and marching the platoon.
- 71. Identify the platoon drills that are executed in the same manner as in squad drill.
- 72. Identify the different types of platoon formations and relates specific drill commands to them.
- 73. Identify the locations of key platoon personnel in platoon formation.

Self-Awareness

- 74. Using the Winning Colors[®] framework, explain four clusters of behavior in positive terms.
- 75. Illustrate your present behavioral preferences by arranging the four Winning Colors[®] cards as directed.
- 76. Provide an example of what you did in a specific situation to explain the card arrangement.
- 77. Identify the strength of each behavior cluster, for you personally, by arranging the cards as directed.
- 78. Demonstrate self-esteem in your attitude and communication practices by expressing appreciation for your own uniqueness.

Appreciating Diversity through Winning Colors

- 79. Identify key concepts and vocabulary words for each Winning Colors[®] behavior cluster: Builders, Planners, Adventurers, and Relaters.
- 80. Develop insight regarding the behavior of others.
- 81. Develop insight regarding how others perceive your behavior.
- 82. Analyze a situation, pick behaviors that have a high chance of being successful, and explain why.

Personal Growth Plan

- 83. Identify the key emotional skill dimensions addressed in the Success Profiler[™].
- 84. Assess your Personal Skills Map[®] to create a Personal Growth Plan.
- 85. Select two emotional skills for self-directed growth and development focus areas.
- 86. Plan two self-directed development activities for each focus area to accomplish within the next month.

Becoming an Active Learner

- 87. List three traits of active learners vs. passive learners.
- 88. Identify the three types of questions active learners ask, the thinking types and related viewpoints that must be applied to address these three questions.
- 89. Identify the difference(s) between critical and creative thinking and the kinds of activities that demonstrate these types of thinking.
- 90. Describe the differences between objective and subjective thinking.

Reading for Meaning - Comprehension Strategies

- 91. Name at least four purposes for reading.
- 92. State three reasons why good reading skills are essential.
- 93. Identify four strategies an individual can use to improve reading comprehension.

94. Explain how to apply four strategies an individual can use to improve reading comprehension.

Reading for Meaning - Vocabulary Strategies

95. Identify six different types of context clues a reader can use to figure out the meaning of an unknown or unfamiliar word.

96. Identify three strategies an individual can use to deal with vocabulary in context in order to improve reading comprehension.

97. Explain how to apply three vocabulary strategies to deal with vocabulary in context.

98. Explain at least one method a learner can use to increase his/her vocabulary.

Study Habits that Work for You

99. Demonstrate the ability to develop an effective study strategy.

100. Identify how to apply personal learning preferences to study habits.

101. Identify effective time management strategies.

102. Apply note taking tips and strategies to reading assignments.

103. Demonstrate ability to use SQ3R as a textbook reading/study technique.

104. Identify how to make the most of time in class.

Test Taking Techniques

105. List three ways to reduce the fear of taking a test.

106. Define the typical “question words” frequently found on tests.

107. Demonstrate the ability to effectively use appropriate strategies to respond to multiple-choice type test questions.

108. Demonstrate the ability to apply appropriate reading comprehension strategies in test taking situations.

109. Demonstrate the ability to effectively use appropriate strategies to respond to vocabulary test questions.

110. Identify and describe the components of a good study plan for test preparation.

The Communication Process

111. Apply the communication model to interpersonal interactions.

112. Differentiate between verbal and nonverbal means of communication and use each appropriately.

113. Determine how to avoid mixed messages.

114. Discuss communication styles and techniques as they relate to Winning Colors®.

115. Evaluate personal communication style.

Becoming a Better Writer

116. Determine situations where writing is an appropriate form of communication.

117. Communicate using a variety of writing techniques.

118. Determine how you can use writing to express your needs.

119. Outline and effectively organize writing assignments using the presented techniques.

Becoming a Better Listener

120. Identify four tips to improve effective listening skills.

121. Explain how barriers prevent effective listening.

- 122. Compile an individual list of trigger words.
- 123. Develop role-plays that teach effective listening skills to others.

Creating Better Speeches

- 124. Create speech introductions, which include an attention getter.
- 125. Differentiate between types of speeches and the occasions that require each.
- 126. Analyze speeches for content and delivery.

Finding Solutions – Conflict

- 127. Recognize the impact of conflicts on relationships.
- 128. Describe four basic causes of conflict.
- 129. Analyze five different types of conflicts.
- 130. Use “I” statements to facilitate proper communication.

Financial Planning: Your Roadmap

- 131. Identify the components in the five-step financial planning process.
- 132. Differentiate between needs and wants.
- 133. Describe how values can influence decisions.

Choosing the Right Exercise Program for You

- 134. Compare the benefits of aerobic, anaerobic, isometric, and isotonic exercise.
- 135. Classify exercises as aerobic, anaerobic, isometric, and isotonic.
- 136. Define current and desired state for healthy lifestyle.
- 137. List five benefits of regular exercise.
- 138. Identify attitudes and actions that help you stick with an exercise program.
- 139. Describe the three parts that should make up every exercise program.
- 140. Develop a plan to reach your desired state for a healthy lifestyle.

You Are What You Eat

- 141. Explain how calories consumed versus calories used affects body weight.
- 142. Identify the 6 food groups and servings on the food guide pyramid.
- 143. Identify sources and benefits of fiber in your diet.
- 144. Describe the importance of water to the body.
- 145. Describe the possible effects of a diet high in fat and cholesterol.
- 146. Explain why salt, sugar, and caffeine should be used in moderation.

Nutrition - Nourishing Your Body

- 147. Identify the 6 nutrients your body requires and what each nutrient provides for a high
- 148. Quality/healthy lifestyle.
- 149. Explain the difference between simple and complex carbohydrates and state an example of each.
- 150. Identify the vital roles that fats and cholesterol play in body functioning.
- 151. Compare saturated and unsaturated fats.
- 152. List ways to reduce cholesterol levels.
- 153. Describe how vitamins differ from carbohydrates, fats and proteins.
- 154. Identify sources and functions of vitamins and minerals.
- 155. Describe the three parts that should make up every exercise program.

156. Identify functions of water in the body and the amount of water that should be consumed daily.

Ready, Go...Crossing the Finish Line - Year 1

- 157. Define the Presidential Physical Fitness program.
- 158. Identify components of the five events within the program (Cadet Challenge).
- 159. Identify the proper techniques for each of the events within Cadet Challenge.
- 160. Recognize scores necessary to achieve the Presidential Physical Fitness Award.

The Need for First Aid/Your Response

- 161. Identify the need for knowing how to perform first aid.
- 162. Define first aid.
- 163. Explain the significance of the Good Samaritan law.
- 164. Identify the steps for first aid intervention.
- 165. List the questions that 911 will ask.
- 166. Identify the steps for checking the “ABCDs”.

The First Life-Saving Steps

- 167. Describe how to perform rescue breathing.
- 168. Identify the steps for performing CPR.
- 169. Explain how CPR can keep a victim’s heart and brain alive.
- 170. Identify the steps for performing the Heimlich Maneuver.

Controlling Bleeding

- 171. Identify the three types of bleeding.
- 172. Identify the best way to control bleeding in most cases.
- 173. Demonstrate how to control bleeding to extremities using direct pressure, pressure points, and a tourniquet.
- 174. Describe how to clean wounds in order to prevent infections.

Treating for Shock and Immobilizing Fractures

- 175. Explain causes and effects of shock.
- 176. Identify signs of shock.
- 177. Demonstrate how to treat for shock.
- 178. Identify fractures as closed or open.
- 179. Demonstrate procedures for immobilizing fractures using splints and slings.
- 180.
- 180. Distinguish between sprains and strains.

Commonly Abused Substances and Their Use

- 181. Identify commonly abused substances.
- 182. Recognize the difference between drug use, misuse, and abuse.
- 183. Describe reasons why people might use, misuse or abuse drugs.
- 184. Identify legal (medical) uses of commonly abused drugs.
- 185. Identify how commonly abused drugs are taken into the body.

Making Critical Decisions About Substances

- 186. Compare and contrast the external and internal factors that influence decisions about substance abuse.
 - 187. Apply the F-I-N-D-S Decision Process:
 - 188. Figure out the problem.
 - 189. Identify the options.
 - 190. Name pros and cons of each choice.
 - 191. Decide which are the best choices, then act.
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- 192. Employ pre-deciding techniques as a substance abuse prevention strategy.

The Globe - An Overview

- 193. Define a globe.
- 194. Locate the seven continents on a globe.
- 195. Locate the four oceans on a globe.
- 196. Distinguish between the two poles on a globe.
- 197. Distinguish between the longitude and latitude lines on a globe.
- 198. Differentiate between the equator and the prime meridian.

The Preamble

- 199. Define a Preamble.
- 200. Classify the components of the Preamble.
- 201. Analyze the goals of the Preamble.
- 202. Design a Preamble for your life.

Introduction to the Citizenship Skills

- 203. Define seven Citizenship Skills.
- 204. Compare seven Citizenship Skills to the Preamble of the Constitution.
- 205. Hypothesize what the U.S. would be like without these seven Citizenship Skills.

Cooperation and Patience

- 206. Describe the importance of using cooperation and patience for effective teamwork.
- 207. List five Active Listening techniques.
- 208. Perform the five Active Listening techniques.
- 209. Analyze how to use Patience in a given situation.
- 210. Assess how Cooperation and Patience affected past team experiences.
- 211. Describe the Citizenship Skills: Cooperation and Patience.

Fairness, Respect, and Strength

- 212. Describe the Citizenship Skills: Fairness, Respect, and Strength.
- 213. Explain the difference between Individual Desire and the Common Good.
- 214. Analyze the use of Strength and Respect in a given situation.
- 215. Evaluate ability to use Fairness, Respect, & Strength when working with a team.

Self-Improvement and Balance

- 216. Describe the Citizenship Skills: Fairness, Respect, and Strength.
- 217. Explain the difference between Individual Desire and the Common Good.
- 218. Analyze the use of Strength and Respect in a given situation.

219. Evaluate your ability to use Fairness, Respect, and Strength when working as a team.

Becoming an American Citizen - Naturalization and Immigration

220. Explain the three methods for becoming a citizen.

221. Describe the laws that regulate immigration.

222. List the standards for becoming a citizen.

223. Apply a standard to deciding who should be able to immigrate to or become a citizen of the United States.

Rights, Responsibilities, and Privileges of American Citizens

224. Explain the differences between rights, responsibilities, and privileges.

225. Provide examples of the basic rights guaranteed in the First Amendment to the Constitution.

226. Identify rights violations in various scenarios.

227. Develop role-plays, which demonstrate an understanding of basic rights in a courtroom situation.

Participating American Citizens

228. Identify at least five of the 24 characteristics of a participating citizen.

229. Compare the characteristics of a participating citizen to those of patriotism.

230. Introduction to Chief Justice

231. Debate a position on an issue.

232. Determine the outcome of a debate.

233. Develop an oral presentation that includes supporting evidence for a point of view on flag burning and the First Amendment.

234. Evaluate the oral presentations and render a verdict in the case.

Course # 3332, LET 1 b – Success Profiler, Life Focused Skills, Service Learning/Community Service

COURSE DESCRIPTION: This elective course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to "study search" for a career and write a resume, study smart, build a team, resolve conflicts and perform community service. The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

COURSE PREREQUISITES: Successful completion of one LET 1-4 courses.

COURSE TOPICS / OBJECTIVES:

Teamwork

1. Set class standards.
2. Identify basic elements of teamwork.
3. List three goals to accomplish this year.
4. Write your definition of a friend.
5. Define vocabulary words.

Maslow's Hierarchy of Needs

6. List the series of steps (a hierarchy) that people progress through as they grow and mature
7. Demonstrate knowledge of the progressive pattern by helping others
8. List the three responsibilities that you have toward yourself.
9. Developing knowledge.
10. Caring for your health.
11. Insuring that you have joy in your life.
12. Discuss why and how you could establish an environment rich in esteem needs and one that could aid one's self actualization needs.
13. Describe where prejudice fits into the five levels of needs
14. Explain why racial prejudice has such a negative effect in the workplace. Explain military effectiveness reports and the effect of prejudice in the U.S. military.
15. Relate the concepts of mind, body, and spirit to the concept of Maslow's Hierarchy.

Speaking and Writing

16. Scan the information about the subject
17. Write down the main points
18. Make an outline
19. Develop an opening sentence that captures attention

20. Explain the main points of your presentation in detail through a lecture, group discussion or demonstration
21. Use clear language suited to your audience to motivate them to continue to listen
22. Develop the body of the paper or speech
23. Define complicated words
24. Use visual aids appropriately to make your ideas exciting.
25. Develop a summary that clearly restates the main points

You have the potential

26. Define potential
27. State what determines performance in an individual.
28. List eight things that impede potential
29. Describe the difference between natural ability and performance

Self-image and self-esteem

30. Define attitude, self-esteem and self-image
31. Describe what attitude, self-esteem, and self-image actually mean
32. Explain what conditioning means and how it affects a person's life
33. Give two examples of how a person's actions may reflect his or her level of self-esteem
34. Describe the process of how to change self-image thus negative behavior
35. Provide 11 examples of how behavior is conditioned.
36. Explain how to cause change.
37. How to set achievable goals for your life.

Personal Values

38. Define the term values.
39. Identify 10 of your most important values.
40. Describe the importance of values and how they affect your personal behavior.

Create your own success

41. Describe the failures of Abraham Lincoln and Thomas Edison.
42. Describe how to deal with failure.
43. Explain how to focus on your positive achievements.
44. Explain why success is a journey and not a destination .
45. List three steps to success

Goal setting and human behavior

46. Describe who or what stops or limits your potential.
47. Select three ideas from the topics listed in previous lessons and use them in a presentation titled: Three Ideas That Most Will Help Me in Life.

Dental care

48. List two causes of tooth decay and gum disease.
49. Describe three ways to reduce tooth decay.

Writing Resumes

50. Describe what a resume is.

51. Write down 3 things the resume heading should include.
52. List 12 things that should be in the content of the resume.
53. Explain the importance of action words in a resume.
54. Prepare a resume.

Creating charismatic careers

55. Describe how to look for careers that will interest you.
56. Find 4 careers that interest you and describe why.

Marvelous, magical music

57. List 3 ways music is important.
58. Recite 5 elements of music.
59. Describe 5 musical instruments.

Study smart, not hard

60. Explain the benefits of sitting in front.
61. Describe why appearance/neatness is important.
62. List 3 ways to improve appearance/neatness.
63. Demonstrate 11 different study techniques.

Conflict Resolution

64. Explain the meaning of conflict.
65. Define conflict.
66. Describe the causes of conflict.
67. List 6 approaches to conflict resolution.
68. Identify a method to deal with conflict when it occurs.

Team building

69. Define a team.
70. Describe the responsibilities of team members.
71. Explain team needs.
72. List the stages of team development.
73. Demonstrate a team problem-solving technique.
74. Complete a practical lesson of team problem solving.

Community Service

75. Perform a community service project.

Success Profiler

76. Complete the exercises assigned from the personal skills map
77. Complete the learning profile
78. Chart a personal plan to focus on strengths and areas needing improvement
79. Complete the exercises assigned from the learning profile assessment
80. Complete the team building profile
81. Chart a personal plan to focus on strengths and areas needing improvement.
82. Complete the exercises assigned from the team building profile assessment.

Course # 3333, LET 2 a - Intermediate Leadership, Methods of Instruction, Equal Opportunity, Sexual Harassment, Intermediate Finance, Drug Prevention, Nutrition, Geography and Government

COURSE DESCRIPTION: This course includes classroom instruction and laboratory instruction expanding on skills taught in Let 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. Additionally, the course provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It also emphasizes community projects to assist in drug prevention efforts to include dietary guidelines and fitness and introduces basic map-reading skills. The course discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

COURSE PREREQUISITES: Successful completion of LET 1, Course # 3331.

COURSE TOPICS / OBJECTIVES:

Celebrating Differences - Culture and Individual Diversity

1. Demonstrate knowledge of the leadership role in celebrating diversity, treating women and minorities fairly and equitably, and the prevention of sexual harassment.

Power Bases and Influence

2. List the different types of power and influence.
3. Describe the appropriate application of power and influence.
4. Use individual and system power respectfully and effectively to increase performance.

Styles of Leadership

5. Identify different styles of leadership.
6. Determine what style works best and when.

Management Skills

7. Define management.
8. Identify five management principles.
9. Outline the difference between management and leadership.

Communication

10. Recognize the important role communication plays in leadership.
11. Identify the basic flow and purpose served by informal communication.
12. Chart the major elements of a communication model.
13. Demonstrate the main types of nonverbal communication.

14. Discuss how feedback and effective listening help communication effectiveness.

Motivation

15. Demonstrate that individual performance within a group is influenced by expectations, ability, and motivation.

16. Discuss the fourteen principles of motivation and how they impact motivation.

Development

17. Conduct a Force Field Analysis identifying strengths and areas of focus for development.

18. Conduct an assessment of current level of competence in the fifteen leadership dimensions and create a plan of action to be totally involved in the leadership development process.

Taking Charge - Knowing Your Responsibilities as a Leader

19. Identify four steps that leaders should utilize when taking on a new leadership position.

20. Identify the major duties or responsibilities of a team leader, squad leader, platoon sergeant and platoon leader.

21. Demonstrate the responsibilities of a team leader or other higher position in drill.

Company Formations and Movement

22. Demonstrate correct response to the commands for forming the company, changing interval, aligning the company, opening and closing ranks, and dismissing the company.

23. Demonstrate correct response for changing the direction of march of a column, correcting distance between platoons, and forming a column of twos and reforming.

24. Demonstrate correct response for forming, aligning, and changing the direction of march of a company mass formation, and forming a company in column from a company mass formation.

25. Demonstrate correct response to the commands for forming a company in column with platoons in line and reforming.

26. Identify the different types of company formations and relate specific drill commands to them.

27. Identify the locations of the key platoon and company personnel in company formations.

Brain Structure and Function

28. Explain why the brain stem is sometimes called “the reptilian brain.”

29. Identify key areas in the midbrain/limbic system and describe their primary function.

30. Label the four lobes of the cerebral cortex.

31. Label major regions in the brain and match them to key functions.

32. Sketch and label three main parts of a neuron.

33. Name three elements involved in transmitting a stimulus from outside the body to the brain.

34. Explain why neural networks change and grow to enhance the brain’s processing power.

Left Brain/Right Brain

35. Match activity descriptions to hemisphere based on research regarding specialized brain functions.
36. Complete a brain dominance inventory.
37. Describe the differences between global and analytical thinking.
38. Explain how brain dominance helps determine personality and behavior.
39. Explain two things you have learned about your own information processing preferences.
40. Provide at least three reasons why the ability to specialize and synchronize are both important aspects of how the brain functions

Learning Style and Processing Preferences

41. Name at least three sensory (perceptual) systems.
42. Explain at least three essential elements of the learning process and describe how the elements relate.
43. Compare and contrast an automatic versus a purposeful response to stimuli.
44. State three reasons it is important to become aware of the unique ways in which people learn.
45. Explain each step in Senge's ladder of inference, using an example from your own life.

Learning Models

46. Assess your own preferences in each dimension of the Dunn and Dunn model.
47. State the 5 dimensions included in Dunn and Dunn's learning model.
48. List at least two specifics within each of the five dimensions in Dunn and Dunn's learning model.
49. Name two actions you can take, using knowledge of your preferences, to become a more active, effective learner.
50. Explore how to expand beyond your current preferences.
51. State three reasons why knowing individual preferences of team members helps a team to achieve goals.

Multiple Intelligences

52. Compare and contrast your current understanding of intelligence with Gardner's definition.
53. Match a list of statements to one of the eight types of intelligence identified by Gardner.
54. Distinguish between inter- and intra- personal.
55. Present three activities to develop intelligence in one of the eight areas Gardner has defined.
56. Design two activities you can do in the next two weeks, using what you have learned about your intellectual strengths, to improve in one of your classes at school.
57. Discuss how ineffective speakers can improve their speech making.

- 58. Strategize to improve speaking ability by avoiding common mistakes.
- 59. Develop coping strategies for stressful speaking situations.
- 60. Provide constructive feedback to speakers.

Communicating in Groups

- 61. Identify the elements in the communication process.
- 62. Create a case study that highlights a topic unique to small group communication.
- 63. Apply knowledge of small group communication process to the analysis of a piece of literature or media.

Roles and Group Communication

- 64. Identify the elements in the communication process.
- 65. Create a case study that highlights a topic unique to small group communication.
- 66. Apply knowledge of small group communication process to the analysis of a piece of literature or media.

Finding Solutions - Conflict and Behavior

- 67. Apply knowledge of Winning Colors[®] to conflict situations and resolution.
- 68. Evaluate the steps to managing conflicts and personal conflict management skills.
- 69. Recognize different hot buttons and the behavior style they indicate.
- 70. Respond to conflict situations positively through role-play.
- 71. Evaluate the pros and cons of alternatives to determine potential solutions to conflict.

Preparing to Teach

- 72. Describe five critical elements you need to consider in preparing to teach.
- 73. Write effective learning objectives by constructing each to include the task, condition and standard for student performance.
- 74. Identify the various types of training aids and describe how to effectively use them in a classroom.
- 75. Describe at least six tips for planning a lesson.

Using and Developing Lesson Plans

- 76. Explain the purpose of a lesson plan.
- 77. Identify the four phases of a lesson plan, and each phase's purpose.
- 78. Describe the teacher's role and the potential benefits to students in each phase.
- 79. Create a lesson plan utilizing the four-phase process.

Delivering Instruction

- 80. Describe a lesson objective, quantitative standard and training aids.
- 81. Describe seven types of teaching methods and identify when to use each type in a classroom.
- 82. Identify the five types of practical exercises.
- 83. Explain the process of rehearsing.
- 83. Design a presentation using one of the seven teaching methods.

Use Variety in Your Lesson Plan

- 84. Define cooperative learning and identify the benefits of using cooperative learning strategies in the classroom.
- 85. Identify and describe at least two cooperative learning strategies you could use in a lesson plan that encourage team building.
- 86. Identify and describe at least two cooperative learning strategies you could use in a lesson plan that require students to respond to or discuss questions posed in the lesson.
- 87. Identify and describe at least four cooperative learning strategies you could use in a lesson plan so that learners could gather, share, and learn a great deal of material in a short amount of time.
- 88. Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in the classroom.

Graphic Organizers

- 89. Define graphic organizers and describe the benefits of graphic organizers to the learner.
- 90. Identify the graphic organizers that help learners brainstorm or associate ideas and concepts.
- 91. Identify the graphic organizers that are useful for learners when comparing or prioritizing information.
- 92. Identify the graphic organizers that are most useful to learners when they need to analyze or compare information.
- 93. Identify the graphic organizers that are most effective in sequencing and visualizing information.
- 94. Identify the graphic organizers that are most useful for connecting or reflecting on ideas or concepts.

Using Feedback in the Classroom

- 95. Describe the purpose of feedback in a classroom and four ways that feedback can be effective.
- 96. Identify the five characteristics or conditions of effective feedback.
- 97. Identify the basic ground rules and tips for giving effective feedback.

Making the Right Choices

- 98. List at least two effective strategies for decision-making.
- 99. Name at least two ineffective strategies for decision-making.
- 100. Apply the F-I-N-D-S model to make decisions.
- 101. Analyze potential solutions to determine the best alternative.
- 102. Evaluate decisions for effectiveness.

Goals and Goal Setting

- 103. Define goals and differentiate among short-, medium- and long-term goals.
- 104. Define a set of personal goals that includes short-, medium- and long-term goals.
- 105. Analyze goals to determine what makes goals meaningful.
- 106. Create a plan for achieving one long-term goal.

Career: Labor You Love

- 107. Observe the criteria employers look for in employees (SCANS)
- 108. Relate career factors to earnings potential.
- 109. Discuss the effects of education and training on a career.

Dietary Guidelines

- 110. Identify the 9 NAS dietary goals and ways to achieve them.
- 111. Identify signs and symptoms of anorexia nervosa and bulimia.
- 112. Examine varying viewpoints on vitamin and mineral supplement usage.
- 113. Calculate your personal supplement blueprint. (Optional)

Controlling Fat

- 114. Identify 5 health problems that an obese or overweight person is at greater risk of getting.
- 115. Identify tendencies that encourage the accumulation of fat.
- 116. Define current and desired state for healthy lifestyle.
- 117. State 4 steps that can lead to a lean body fat content.
- 118. State the relationship of food intake and physical activity to weight control.

Taking Care of Yourself

- 119. Recognize the benefits of maintaining good hygiene habits.
- 120. Explain how to keep clean in field conditions.
- 121. Explain the correlation between physical fitness and hygiene.
- 122. Describe ways to get adequate sleep/rest in unfamiliar places and to remain awake/alert, when necessary, in field situations.
- 123. Recognize stress-reducing techniques.
- 124. Identify possible results of poor sanitation.
- 125. Detail procedures for 4 methods of disinfecting water.
- 126. Explain how to guard against food poisoning and spread of germs through waste.

Understanding and Controlling Stress

- 127. Identify ways in which stress and anxiety can be both beneficial and harmful.
- 128. Identify/recognize the physical and psychological effects of stress.
- 129. Identify/recognize common causes of stress in young people as well as causes of stress in your own life.
- 130. Practice prevention of stress overload including relaxation and anger management techniques.
- 131. Identify/practice leadership strategies that promote healthy stress levels within a group.
- 132. Identify/recognize causes and symptoms of depression and anxiety and positive ways to deal with them.

Ready, Go...Crossing the Finish Line - Year 2

- 133. Practice improving your scores.
- 134. Recognize scores necessary to achieve the Presidential Physical Fitness Award.

First Aid for Burns

- 135. Identify the degrees of burns and their characteristics.
- 136. Demonstrate how to treat first-, second-, and third-degree heat burns.
- 137. Explain how to prevent heat burns.
- 138. Demonstrate how to treat electrical burns.
- 139. Explain how to prevent electrical burns.
- 140. Demonstrate how to treat chemical burns to the skin and eyes.
- 141. Explain how to prevent chemical burns.

First Aid for Poisons, Wounds, and Bruises

- 142. Recognize causes and symptoms of poisoning.
- 143. Demonstrate how to treat for poisons.
- 144. Identify the four kinds of wounds.
- 145. Demonstrate how to treat minor wounds and bruises.

Heat Injuries

- 146. Explain the cause and effect of heat injuries.
- 147. Describe factors to consider in hot weather situations.
- 148. Identify the three types of heat injuries and their symptoms.
- 149. Demonstrate how to treat heat cramps.
- 150. Demonstrate how to treat heat exhaustion.
- 151. Demonstrate how to treat heatstroke.
- 152. Explain how to prevent heat injuries.

Cold Weather Injuries

- 153. Describe factors to consider in cold weather situations.
- 154. Explain causes and effects of cold weather injuries.
- 155. Identify types of cold weather injuries and their symptoms.
- 156. Demonstrate how to treat frostbite, immersion foot/trench foot, hypothermia and snow blindness.
- 157. Explain how to prevent cold weather injuries.

Bites, Stings, and Poisonous Hazards

- 158. Identify types of venoms.
- 159. Identify types of snakes and the symptoms of their bites.
- 160. Explain how to prevent snakebites.
- 161. List possible results of human and animal bites.
- 162. Identify symptoms of insect bites and stings.
- 163. Explain how to prevent insect bites and stings.
- 164. Identify types of poisonous plants and possible reactions to contact with them.
- 165. Explain how to treat for contact with poisonous plants.
- 166. Explain how to prevent exposure to poisonous plants.

Drugs - Use and Effect

- 167. Identify the 6 types of drugs to include stimulants, depressants, hallucinogens, narcotics, designer drugs, and inhalants.
- 168. Recognize that drugs affect the natural state of the body.
- 169. Recognize the risks associated with various drugs.
- 170. Identify where and how various drugs affect the body.
- 171. Describe your concern about the physical effects of drugs.

Tobacco - Use and Effect

- 172. Define the terms Stimulant, Dependency, and Nicotine.
- 173. Describe ways that people use tobacco products.
- 174. Identify the 3 major components of tobacco and what they do to the human body.
- 175. Identify short- and long-term effects of tobacco use on the human body.
- 176. Identify risks associated with second-hand smoke.

Alcohol - Use and Effect

- 177. State/Recall the definition for the terms depressant and alcohol.
- 178. Describe ways people use alcohol products.
- 179. Identify short- and long-term effects of alcohol consumption and abuse on the human body.
- 180. List five factors that influence the effect alcohol have on an individual.

Substance Abuse Intervention

- 181. Identify two kinds of intervention - Interpersonal and Enforcement.
- 182. Recognize signs of substance abuse.
- 183. Describe why people abuse substances and ways to remain drug-, alcohol-, and tobacco-free.
- 184. Identify ways to approach/help someone you suspect has a drug problem.
- 185. Identify two intervention approaches used by law enforcement.

Substance Abuse Prevention

- 186. Distinguish agencies within your school/local community that are involved in fighting substance abuse.
- 187. Recognize ways you can aid in the prevention of substance abuse.

Introduction to Maps

- 188. Define map.
- 189. Identify symbols, colors, and features on standard road maps.
- 190. Identify locations on a city and state map.
- 191. Communicate directions to specified sites using a city and state map.

Orienteering

- 192. Define orienteering and how it originated.
- 193. Differentiate between six types of orienteering courses.
- 194. Demonstrate the 5-step process to determine direction of travel.
- 195. Demonstrate five movement techniques used in orienteering.
- 196. Identify three control areas and five safety aspects used in orienteering.
- 197. Demonstrate proper orienteering techniques and map reading/land navigation skills if given the opportunity to participate in an orienteering event.

Making Decisions - Majority and Consensus

- 198. Define Simple Majority and Consensus.
- 199. Design a process for decision-making.
- 200. Apply Simple Majority and Consensus.

Establishing Ground Rules

- 201. Define Simple Majority and Consensus.
- 202. Recall the ground rules for the You the People process.
- 203. Analyze the importance of the ground rules.
- 204. Classify the ground rules for the You the People process.
- 205. Evaluate your understanding of each ground rule.

Small Group Meetings

- 206. Identify the Small Group Meeting roles.
- 207. Describe the Small Group Meeting agenda.
- 208. Explain the Small Group Meeting process.
- 209. Assign roles to each Small Group member.
- 210. Choose a group name and group leader.
- 211. Design a process for the role rotations.
- 212. Apply the Small Group Meeting process.

Representative Group Session

- 213. Identify the Small Group Meeting roles.
- 214. Identify the responsibilities of a Small Group Representative.
- 215. Understand the Representative Group Session agenda.
- 216. Elect a Small Group Representative.
- 217. Perform the Representative Group Session process.
- 218. Assess the Representative Group Session.

Revolution and Independence

- 219. Identify the cause and effect relationship between events in revolutionary times.
- 220. Recognize the importance of the tax issue to the American Revolution.
- 221. Develop alternative actions for historical and current events
- 222. Identify the possible consequences of proposed actions.

Your Constitution - Its Purpose, Reality, and Use

- 223. Explain the value of “rules of conduct” for every day activities.
- 224. Generate a list of rules that apply to members of the House of Representatives and the Senate in Article I of the Constitution.
- 225. Generate a list of powers given to members of the House of Representatives and the Senate in Article I of the Constitution.
- 226. Describe how “rules of conduct” are designed to limit excesses of power.
- 227. Apply the concepts of rules and power to a practical situation.

The Organization and Power of Congress

- 228. Explain the Separation of Power between the states and the federal government.
- 229. List powers denied the federal government.
- 230. Define the term “elastic clause”.
- 231. Recognize implied powers.

The Executive Branch and Sources of Presidential Power

- 232. Identify the various roles played by the President of the United States.
- 233. List five types of Presidential Power.
- 234. Recognize the types of Presidential Power given real life examples.

Political Parties, Voting and Elections

- 235. Identify the steps followed in electing a President.
- 236. Match Propaganda Techniques with examples.
- 237. Create a Presidential ad using Propaganda Techniques.
- 238. Demonstrate the use of Propaganda Techniques in advertising.

Course # 3334, LET 2 b - Unlocking Your Potential, Character Education and Service Learning/Community Service

COURSE DESCRIPTION: This elective course includes classroom instruction and laboratory instruction expanding on the skills taught in Let 1-5 and includes instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes, understanding how words and self-image affect performance, learning how to write positive affirmations and use them to affect positive change. Study character education and development and perform a community service project based on what you have learned. The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

COURSE PREREQUISITES: Successful completion of one LET 1-4 courses.

COURSE TOPICS / OBJECTIVES:

Unlocking Your Potential

1. Define potential.
2. Explain the difference between the “I can’t” attitude and the “I haven’t learned yet” attitude.
3. Discuss the statement: “It is not what I have, it’s what I do with what I have that determines my performance.”
4. Identify areas of their lives where they believe they are allowing, “being good” to get in the way of “being great.”
5. Define conditioning.
6. Define motivation.
7. Identify habits that may be keeping them from trying something new or attaining success in certain areas of their lives.
8. Explain the “Potential V” diagram.
9. Describe the thought process (how our minds store information) and how it affects our behavior.
10. Define attitude.
11. Identify habits that may be keeping them from trying something new or attaining success in certain areas of their lives.
12. Explain how attitudes are formed.
13. Discuss the statement:
Words are tools that predict and perpetuate performance.
14. Define self-image.
15. Explain how self-talk and self-image affect performance.
16. List three steps for successful change.
17. Define affirmative reminders.
18. List the conditions for writing effective affirmative reminders.

Character Education

19. Explain the crucial need for behavior change as the basis of Character Education.
20. Describe the power and role of the story in Character Education, to diversity and identification of the present behavioral makeup of character
21. List four basic components of character development, consisting of the thinking part, the leadership part, the team-building part and the action part of the self.
22. Use a four-phase strategy for character development.
23. Describe how spoiling is detrimental to character maturity.
24. Explain the meaning and practical application of personal courage.
25. Describe how false judgments are detrimental to positive character progress.
26. Identify the destructive nature of child abuse and bullies.
27. Explain the attribute of character of “going where no man has gone before!”
28. Choose your role as a member of a team depending on the situation
29. Compare what is good and evil in character growth.
30. Provide the rationale as to how knowledge is the foundation of character maturity.
31. Describe the relationship of fear and intimidation to formation of character.
32. Explain how the value of genuine character is the capacity to celebrate life.

Character Education in Action

33. Community or school projects that reinforce character education.

Course # 3335, LET 3 a - The Armed Forces, Advanced Leadership, Management, Service Learning, Financial Management, Careers, Orienteering and Military History

COURSE DESCRIPTION: This course includes classroom instruction and laboratory instruction expanding on the skills taught in Let 1/2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

COURSE PREREQUISITES: Successful completion of LET 2, Course # 3332.

COURSE TOPICS / OBJECTIVES:

The Department of Defense

1. Examine the mission of the Department of Defense (DoD).
2. Identify the four major responsibilities inherent to DoD's mission and relate how they individually and collectively contribute to its accomplishment.
3. Identify the major elements of DoD.
4. Explain the meaning of Civilian control over the military, include which positions in DoD are under civilian control.
5. Explain the relationship of the Joint Chiefs of Staff to DoD, its composition; who heads it and how its missions compare to those of the DoD.

The Army Part 1 - The Active Army

6. Identify two Congressional acts that have impact on organizational structure of Armed Forces and describe three provisions of each act.
7. Identify the Congressional act that provides basis for recent organization of Army.
8. Identify the fundamental mission and three roles of the Army.
9. Identify the primary mission of the active Army and five ways it contributes to domestic affairs.
10. Identify two major Army commands; include the command that manages the JROTC program.
11. Identify three categories under which the Army classifies its branches.
12. Describe the basic/special branches of the Army, and classify them by category.
13. Identify two non-accession branches of the Army.

The Army Part 2 - The Reserve Components

14. Identify the primary missions of the Army National Guard and the Army Reserve.
15. Contrast the major types of units the Army National Guard and the Army Reserve contribute to the Army force.
16. Identify the three categories of the Army Reserve.

The U.S. Navy

17. Identify the document where the Founding Fathers provided for the establishment of the Navy.
18. State the overall mission of the Navy and the four primary missions during times of war.
19. Examine the primary mission of the Navy in relation to the Department of Defense.
20. Describe the organization of the Navy.
21. Contrast the Operating Forces to the Shore Establishment.
22. List the three components of the Naval Reserve Force.

The U.S. Air Force

23. Identify the Act that separated the Army Air Force from the Army and created the U.S. Air Force.
24. State the overall mission of the Air Force and the six core competencies and five pillars in support of the nation's interests.
25. Examine the primary mission of the Air Force in relation to the Department of Defense
26. Describe the nine Air Force commands.
27. List the capabilities of the Force Structure.
28. List the two components of the Air Force Reserve.
29. Describe the mission of the Air Force Reserves.

The U.S. Marine Corps

30. State where the Marine Corps can be found in the Department of Defense.
31. State the present day mission of the Marine Corps.
32. List the strategic concept of the Marines.
33. Describe the four attributes that distinguish the Marine Corps from other services.
34. Describe the organization of the Marine Corps.
35. List the Reserve components of the Marine Corps.

The U.S. Coast Guard and U.S. Merchant Marine

36. List the five federal agencies that were amalgamated to create the Coast Guard.
37. State the mission of the Coast Guard and the five operating goals.
38. State the two cabinet level departments to which the Coast Guard answers.
39. List when the Coast Guard answers to each department.
40. Describe the organization of the Coast Guard.
41. List the three components of the Coast Guard Total Force.
42. Outline the role of the Merchant Marine in the defense of the nation.

Goal Setting

- 43. Demonstrate the value of goal setting for task achievement.
- 44. Demonstrate the positive role of a leader in developing the motivation to achieve.
- 45. Describe individual and small group goal-setting behavior and achievement motivation.
- 46. Describe feelings and outcomes of winning and losing.

Performance Indicators

- 47. Review the leadership dimensions of the BE, KNOW, DO model.
- 48. Use the counseling process and BE, KNOW, DO model as an assessment and counseling tool.

Negotiating

- 49. Explore the element of trust between group members and the effects of the betrayal of trust.
- 50. Demonstrate the effects of competition and collaboration in intergroup relationships.
- 51. Study the effects of win-lose, win-win, and lose-lose strategies in negotiations between groups.

Decision Making and Problem Solving

- 52. Analyze some aspects of cooperation in solving a group problem.
- 53. Describe behaviors that may contribute toward or obstruct the solving of a group problem.

Planning

- 54. Illustrate the need to plan adequately.
- 55. Describe the four-step planning process.
- 56. Explain how to create one type of plan.
- 57. Describe different styles of analyzing data and of drawing conclusions from data.

Basic Command and Staff Principles

- 58. Describe the concept of command by comparing: command authority to command responsibility, and staff relationships to command authority/chain of command.
- 59. Describe the primary importance of a staff and four reasons why commanders organize a staff.
- 60. Describe delegation of authority and identify at least three command functions that should remain with the commander.
- 61. Describe four staff responsibilities and three common procedures that staff officers use to coordinate staff actions.
- 62. Compare the three types of staffs and their relationship to the commander.
- 63. Describe the nine-step sequence of command and staff actions in the correct order.
- 64. Describe the scope and purpose of the commander's estimate.
- 65. Describe the procedures and personnel requirements necessary to conduct a regular or special meeting.
- 66. Demonstrate command and staff principles while performing the responsibilities and duties of an assigned leadership position within your cadet battalion.

Forming, Inspecting, and Dismissing the Battalion

- 67. Identify the different types of battalion formations and relate specific commands to them.
- 68. Demonstrate correct responses to the commands for forming and dismissing the battalion.
- 69. Demonstrate correct responses to the commands for forming for inspection, inspecting the battalion, inspecting with arms, and completing the inspections.
- 70. Identify the locations of the key platoon, company, and battalion personnel in battalion formations.
- 71. Demonstrate leadership skills and abilities while performing the duties and responsibilities in an assigned command or staff position.

Finding Solutions – Mediation

- 72. Practice mediation techniques.
- 73. Differentiate between arbitration and mediation.
- 74. Select three strategies for controlling your anger.
- 75. Indicate two techniques that you can incorporate in your life to reduce conflict.

Violence Prevention

- 76. Complete the Profile
- 77. Chart a personal plan to focus on strengths and areas needing improvement

Anger Management

- 78. Complete the Profile
- 79. Chart a personal plan to focus on strengths and areas needing improvement

Orientation to Service Learning

- 80. Determine ways to make a difference to someone, the community or the world.
- 81. Explore team dynamics, what roles and responsibilities are needed to get a job done.
- 82. Discuss reasons why providing service is important.
- 83. Define service learning and its components.

Plan and Train for Your Exploratory Project

- 84. Determine an exploratory project.
- 85. Identify steps to conduct a proper service learning experience.
- 86. Plan essential facets of an exploratory project.
- 87. Prepare for different circumstances and/or outcomes.

Project Reflection and Integration

- 100. Evaluate exploratory project experience.
- 101. Determine ways the class made a difference.
- 102. Discuss the importance of service.
- 103. Identify ways to integrate service learning with the JROTC curriculum.
- 104. Create examples of high service/high integration.

Career Exploration Strategy

- 105. Identify personal strengths and interests and link them to possible career paths.
- 106. Explain the difference between a job and a career.
- 107. Identify the steps in developing a career exploration strategy.
- 108. Conduct career exploration using the techniques identified.
- 109. Identify ways in which effective career exploration relates to personal growth and career development.

Career Development Portfolio

- 110. Explain why developing and maintaining a career development portfolio is important.
- 111. Create a personalized career development portfolio that contains documentation on educational development and career exploration and planning.
- 112. Identify specific items of personal interest that best represent achievements and goals.
- 113. Complete an employment application, self-analysis, resume, Personal Skills Map and a school-to-work checklist for your portfolio.

Civilian Career Opportunities

- 114. Identify jobs/careers of interest.
- 115. Research specific career information.
- 116. Determine qualifications and education/training necessary for desired career.
- 117. Analyze future job trends.

Military Career Opportunities

- 118. Explain the difference between the three career paths available in the U.S. Armed Forces.
- 119. Identify four ways to become a commissioned officer.
- 120. Identify basic enlistment qualifications and the four-step process required to enter the military.
- 121. Describe benefits provided to enlisted members of the military.
- 122. Determine the purpose of the Selective Service.
- 123. Relate the Military to your own career goals.

College Preparation

- 124. Examine whether college is right for you.
- 125. Determine how careers and majors are related.
- 126. Discuss different types of colleges.
- 127. Describe the admissions process.
- 128. List general admission requirements.
- 129. Explore ways to finance college.
- 130. Identify educational institutions and majors that fit your needs.
- 131. Create a plan of action and timeline to realize career goals.

Budget: Don't Go Broke

- 118. Identify the purpose of a budget.
- 119. Analyze pay stubs to determine resources available for financial objectives.
- 120. Construct a simple budget.

Ready, Go...Crossing the Finish Line - Year 3

- 121. Practice improving your scores.
- 122. Recognize scores necessary to achieve the Presidential Physical Fitness Award.

World Geography

- 123. Identify topographical map symbols, colors, and the features they represent.
- 124. Differentiate between a topographical map and a standard road map.
- 125. Identify the most common unit of measure for distance in air travel and compare it with the unit of measure in road travel.
- 126. Identify four items of marginal information found on aeronautical charts and contrast them with items on topographic maps.
- 127. Identify ten aeronautical symbols used on aeronautical charts and contrast them with symbols on topographic maps.
- 128. Identify three types of aeronautical charts, their scales, and their characteristics.
- 129. Identify the four time zones located in the continental U.S. and differentiate/calculate times between them.
- 130. Prepare a trip by air by choosing the appropriate charts and planning a flight route.
- 131. Locate and describe principal physical features of the each continent
- 132. Identify countries and regions of the each continent and summarize their physical and human characteristics.
- 133. Explain how the interactions between groups of people on each continent affect the continent's cultural, economic, and political characteristics.
- 134. Create maps to organize and display data about each continent.

Environmental Issues - Part 1

- 135. Identify one example of air and water pollution.
- 136. Identify at least five types of waste material and state one example or condition of each type.
- 137. Identify three components that enable modern-day, properly engineered sanitary landfills to meet environmental standards.
- 138. Describe three concerns of excessive concentrations of methane gas in landfills.
- 139. Describe three ways that communities control waste volume.
- 140. Describe recycling, how source separation relates to recycling, and the three-step recycling process.
- 141. Describe incineration and the two types of ash produced during incineration.

Citizenship and Military / American History

- 142. Differentiate between the purpose and types of constitutional and legislative courts.
- 143. Differentiate between the types of cases and juries.
- 144. Identify the basic steps for processing a criminal case from the commission of a crime to the sentencing.
- 145. Explain the size and composition of the Supreme Court and how justices are appointed.
- 146. Explain three ways that cases can reach the Supreme Court.
- 147. Differentiate between the three types of decisions that justices can make when hearing a case.
- 148. Explain the three ways Congress can limit the powers of the Supreme Court.

Young America

- 149. Identify two battles that took place between the U.S. military and Native-American Indians on both the northern and southern frontiers.
- 150. Identify President Johnson's primary reason for negotiating with the French for the sale of land in Louisiana and West Florida, the United States offer to the French for that land, and the terms of the actual purchase with the French.
- 151. Identify the circumstances that led to the War of 1812 and three causes for that war.
- 152. Identify three locations in North America where battles of the War of 1812 took place, the major battles of each location and their outcomes, and the phase of the war for each location.
- 153. Hypothesize how the events of young America changed the lives of American citizens.

The Formative Years (1815-1899)

- 154. Identify two issues that caused the Civil War.
- 155. Describe how the U.S. victory in the Spanish-American War affected the northern and southern states and the world.
- 156. Identify one song, one book, and their authors that became popular during the 1850s and 1960s that symbolized slavery.
- 157. Review the personal achievements of citizens during the Civil War.
- 158. Evaluate how citizens of today and yesterday have changed our American culture.

World War I (1914-1918)

- 159. Identify the countries that composed the Allies and the Central Powers.
- 160. Identify the five principle causes of World War I.
- 161. Describe the role the U.S. took at the beginning of World War I.
- 162. Describe the circumstances that lead to the U.S. entering World War I.
- 163. Review the results of World War I on the United States and Europe.

Course # 3336, LET 3 b - Economics, Advanced Leadership, Community Service/Service Learning

COURSE DESCRIPTION: This elective course includes classroom instruction and laboratory instruction expanding on the skills taught in Let 1-6 with emphasis on economics. Students will learn how to manage their finances, budget, save, invest, purchase insurance and manage credit. Students are expected to take leadership roles in the community service projects performed based on their high level of leadership development. The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC. Successful completion of at least six units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

COURSE PREREQUISITES: Successful completion of one LET 1-4 courses.

COURSE TOPICS / OBJECTIVES:

Financial Planning: Your Roadmap

1. Identify the components in the five-step financial planning process.
2. Differentiate between needs and wants.
3. Describe how values can influence decisions.
4. Examine the significance of goal setting within the financial planning process.
5. Develop financial goals.
6. Describe how delayed gratification impacts the financial planning process.
7. Describe how limited resources impact choices.
8. Identify the opportunity cost of financial decisions
9. Apply a decision-making process to personal financial choices.
10. Discuss the importance of taking responsibility for personal financial decisions.
11. Solve problems that arise in mathematics and in other contexts.
12. Define key words related to financial planning.

Career: Labor You Love

13. Observe the criteria employers look for in employees (SCANS)
14. Relate career factors to earnings potential.
15. Discuss the effects of education and training on a career.
16. Define the characteristics of an entrepreneur.
17. Explain the steps to becoming an Entrepreneur.
18. Distinguish benefits employees should consider when searching for employment.
19. Define key words related to financial planning or careers.

Budget: Don't Go Broke

20. Identify the purpose of a budget.
21. Analyze pay stubs to determine resources available for financial objectives.
22. Construct a simple budget.
23. Relate spending and savings to resources available for each.
24. Describe the "P.Y.F." (pay-yourself-first) philosophy.

25. Examine a variety of record keeping methods for a budgeting process.
26. Define key words related to managing income.

Savings and Investments: Your Money at Work

27. Explain the relationship between savings and investing.
28. Describe reasons for savings and investing.
29. Explain the concept of the time value of money.
30. Describe how time, money, and the rate of interest relate to meeting specific financial goals.
31. Use the Rule of 72.
32. Explain basic investment principles.
33. Discuss the impact of investment results when there is a delay in implementing a savings program.
34. Identify the relationship between risk and return.
35. Explain how inflation affects spending and investing.
36. Identify and discuss various savings and investment alternatives.
37. Define key words related to savings, investing, and time value of money.

Credit: Buy Now, Pay Later

38. Define the purpose of credit.
39. Explain the importance of using and managing credit wisely.
40. Define the various costs related to credit.
41. Identify sources of credit including installment loans, student loans, and mortgages.
42. Use selection criteria for obtaining a credit card.
43. Discuss the factors to consider when building credit history.
44. Describe the advantages of using credit.
45. Discuss ways the use of credit can be abused.
46. Identify financial consequences of debt.
47. Describe the steps for correcting debt problems.
48. Identify impact of bankruptcy on credit.
49. Define key words related to credit and debt.

Insurance: Your Protection

50. Explain the use of insurance as an option for financial protection.
51. Describe how insurance works.
52. Identify ways to manage the possibility of financial loss.
53. Recognize the costs associated with insurance coverage.
54. Distinguish between the types of auto insurance coverage.
55. Recognize personal automobile insurance coverage.
56. Determine factors considered to obtain the cost of automobile insurance.
57. Relate insurance to your current and future personal needs.
58. Identify general types of insurance, including health, property, life, disability, and liability.
59. Define the key words relative to financial protection or loss.

Advanced Leadership

- 60. Assume leadership roles in community projects that reinforce academics studied thus far in the curriculum.
- 61. Community projects that reinforce environmental studies.
- 62. Perform duties of assistant instructors.

Economics

- 63. Community projects that reinforce financial planning instruction.

Academics

- 64. School projects that reinforce academics such as tutoring.

Course # 3337, LET 4 a - Expanded Leadership, Mentoring, Emotional Intelligence, Physical Fitness and Environment

COURSE DESCRIPTION: This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-3. The course focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

COURSE PREREQUISITES: Successful completion of LET 3, Course # 3333.

COURSE TOPICS / OBJECTIVES:

Practical Leadership Application

1. Demonstrate leadership skills actively through upper level command and staff positions.
2. Evaluate performance of subordinate cadets through the development and use of rubrics and established indicators.

Leading Meetings

3. Describe how to plan and conduct meetings.
4. Develop an action plan for using effective meeting practices.
5. Explain the use of effective meeting leadership practices.

Supervising

6. Describe supervisory skills of problem solving and decision-making.
7. Explain how to transform mistakes into opportunities for learning.

Team Development

8. Identify the characteristics, qualities of individual responsibility, self-reliance, followership, and teamwork.
9. Explain the importance of individual responsibility, self-reliance, and followership to teamwork.
10. Describe the responsibilities of a team leader and the leadership factors that affect teamwork.

Project Management

11. Gain awareness of appropriate project-management behaviors.
12. Identify the critical components needed for successful project management.
13. Practice the use of PERT/CPM and GANTT charts.

Mentoring

14. Describe the concept of mentoring and the four functions of a mentoring program.
15. Identify seven ways leaders as mentors can obtain the trust and respect of subordinates and/or the mentored.
16. Demonstrate knowledge of the roles and responsibilities of a mentor while participating in a mentoring relationship.

Review of Drill Procedures

17. Demonstrate leadership traits and principles in leadership situations, including as a drill leader.
18. Execute drill as a leader in the cadet battalion.
19. Exhibit the duties and responsibilities of a coach and counselor in drill.
20. Execute the duties and responsibilities in ceremonies commensurate with his or her position in the cadet battalion.

JROTC Success Profiler – The Leadership Profile

21. Complete the profile.
22. Chart a personal plan to focus on strengths and areas needing improvement.

The Emotional Intelligence Programs –The Change Profile

23. Complete the profile.
24. Chart a personal plan to focus on strengths and areas needing improvement.

Etiquette

25. Exhibit appropriate etiquette when making introductions.
26. Demonstrate proper etiquette when dining.
27. Determine appropriate address for invitations and prepare thank you notes.

Time Management

28. Identify time and efficiency wasters by examining a typical day's activities.
29. Describe the link between time management, personal goals and responsibilities.
30. Outline an individualized daily routine.
31. Develop Plans in daily, weekly, and quarter/semester increments.

Practical Leadership Application

- 32. Demonstrate leadership skills actively through upper level command and staff positions
- 33. Evaluate performance of subordinate cadets through the development and use of rubrics and established indicators.

Fitness

- 34. Practice improving your scores.
- 35. Recognize scores necessary to achieve the Presidential Physical Fitness Award.
- 36. Assist in administering the Challenge

Geography

- 37. Demonstrate how to measure straight-line distance on a topographic map using the scales on that map and procedures for calculating distances that exceed those scales.
- 38. Demonstrate how to measure curved-line distance on a topographic map using the scales on that map and procedures for calculating distances that exceed those scales.
- 39. Determine his/her individual pace count and Identify the factors that may affect one's pace.
- 40. Describe how to determine distance on the ground using estimation and the factors that can cause underestimation or overestimation.
- 41. Locate a point on a topographic map to within 10 meters with an 8-digit grid coordinate using the military grid reference system.
- 42. Demonstrate two procedures for locating: an unknown point on a topographic map by intersection, and your unknown position on a topographic map by resection.
- 43. Demonstrate one procedure for locating or plotting an unknown point on a topographic map using polar coordinates.
- 44. Demonstrate two procedures for determining direction using field-expedient methods.
- 45. Locate and describe principal physical features of the continent of Asia.
- 46. Identify countries and regions of the continent of Asia and summarize their physical and human characteristics.
- 47. Explain how the interactions between groups of people in Asia affect the area's cultural, economic, and political characteristics.
- 48. Create maps to organize and display data about Asia.

Environmental Issues – Part 2

- 49. Develop alternate solutions for waste disposal that benefit the environment.
- 50. Create a recycling plan of action.

World War II (1939-1945)

51. Describe the conditions that existed in Italy and Germany after World War I that led to the rise of fascism and Nazism.
52. Identify the two dictatorships that emerged in Italy and Germany during the 1930s.
53. Recognize the countries that Germany and Italy conquered during the 1930s.
54. Identify the early involvement by the United States during World War II.
55. Explain the cause and effect relationship that led to the U.S. Declaration of War on December 8, 1941 and two subsequent declarations of war on December 11th.
56. Classify key events that took place during World War II.
57. Evaluate the Allied plans to invade Japan, what course of action the Allies took and the significance/consequences of that action.

The Cold War (1946-1959)

58. Identify the reason why the U.S. became involved in the Cold War and two ways in which the U.S. and Soviet Union battled each other.
59. Explain why N.A.T.O. was formed.
60. Identify the reason why the U.S. and the UN went to war in Korea.
61. Explain one major technological advancement by the Soviet Union and one by the U.S. during this period.
62. Evaluate how technological advancements and the events of the Cold War changed the American culture.

Times of Turmoil (1960-1976)

63. Identify two events that occurred in Cuba in 1962 that almost triggered military aggression between the Soviet Union and the United States.
64. Identify the reason why the United States was militarily involved in South Vietnam.
65. Identify two American leaders who were assassinated during the 1960s.
66. Identify the first black American to become a Supreme Court Justice.
67. Identify the United States President who was forced to resign in 1974.
68. Describe two accomplishments that the United States had in space during the 1960s.
69. Evaluate how the Vietnam War and other events influenced the American culture.

America's Challenge to Change (1977-Present)

70. Describe the events that led to the Iran Hostage crisis in 1979.
71. Describe the reasons for U.S. military action in Grenada in 1983, Panama in 1989 and the U.S.-led peacekeeping force in Iraq in 1991.
72. Describe the events that occurred in Somalia and Bosnia/Kosovo during the Clinton administration.
73. Identify the events that occurred during the 2000 Presidential Election.
74. Analyze how the events of 1977 to the present day have changed our American culture.
75. Hypothesize on how you or others might change the future for American citizens.

Experiencing History

76. Identify the four phases and their components/procedures necessary for conducting a historic learning activity.
77. Research information pertaining to the historical site.
78. Participate in the historical learning activity.
79. Evaluate the historical learning activity.

The Federal Courts

80. Differentiate between the purpose and types of constitutional and legislative courts.
81. Differentiate between the types of cases and juries.
82. Identify the basic steps for processing a criminal case from the commission of a crime to the sentencing.
83. Explain the size and composition of the Supreme Court and how justices are appointed.
84. Explain three ways that cases can reach the Supreme Court.
85. Differentiate between the three types of decisions that justices can make when hearing a case.
86. Explain the three ways Congress can limit the powers of the Supreme Court.
87. John Marshall and the Judicial Review.
88. Recognize the relationship between the Executive, Legislative, and Judicial branches of the federal government.
89. Define the concept of Judicial Review.
90. Distinguish between Judicial Activism and Judicial Restraint.
91. Explain the importance of Marbury v. Madison.

The Department of Justice

92. Identify the duties and responsibilities of the top four positions of the Department of Justice.
93. Identify the primary function or mission of the five divisions of the Justice Department and their major functional areas/characteristics.
94. Evaluate an existing case from one of the five divisions of the Justice Department.

Military Justice

95. Identify the four factors that determine whether a crime is service-connected.
96. Identify the rights of an accused person under the military justice system.
97. Explain the procedures for administering and imposing nonjudicial punishment under Article 15 of the UCMJ; specifically:
 - Who imposes the punishment?
 - What offenses constitute nonjudicial punishment?
 - What are the service members' rights?
 - What form of punishment may be imposed?
98. Differentiate between the three levels of court-martial as they pertain to court composition and the types of cases heard by each level.

Enforcing the Law

- 99. Explain the five basic functions of the police mission.
- 100. Explain how citizens contribute to community law enforcement.
- 101. Identify the three classifications of military law enforcement agents and their responsibilities.
- 102. Compare and contrast the responsibilities of local, state and military law enforcement officers by attending a presentation by guest speakers.

Democracy and Freedom

- 103. Compare and contrast the freedoms of the United States with other countries.
- 104. Explain how the government gets its authority and why it is important to our freedoms.
- 105. Differentiate between limited and unlimited government.
- 106. Differentiate between a republic and a democracy.
- 107. Judge the current state of our government and how to improve it.

Redefining American Citizenship

- 108. Identify the duties of participating American citizens.
- 109. Design a class definition to Rate the motivation of American citizens.

Reviving American Citizenship

- 110. Rate the motivation of American citizens.
- 111. Design a plan for reviving American citizenship.
- 112. Implement a plan for reviving American citizenship.

Your Constitution; How it Works

- 113. Describe the Legislative, Executive and Judicial powers as listed in the Constitution.
- 114. Explain the origin of the Constitution.
- 115. Debate the ratification of the Constitution.

Local Government

- 116. Identify a local issue or problem that is important in the school or community.
- 117. Research a selected issue or problem using the You the People process.
- 118. Design a course of action for a selected issue.
- 119. Evaluate the performance of YTP Small Group Meetings and Representative Group Sessions.
- 120. Identify the three classifications of military law enforcement agents and their responsibilities.
- 121. Compare and contrast the responsibilities of local, state and military law enforcement officers by attending a presentation by guest speakers.

Course # 3338, LET 4 b - Writing Skills, Advanced Citizenship, Community Service/Service learning

COURSE DESCRIPTION: This elective course includes classroom instruction and laboratory instruction expanding on the skills taught in Let 1-7 and includes classroom instruction and laboratory instruction in writing and advanced citizenship. Students will learn the basic components of writing to prepare for college English or their career. They will use citizenship action groups to perform community service projects related to government processes. Students are expected to take leadership roles in the community service projects performed based on their high level of leadership development. The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

COURSE PREREQUISITES: Successful completion of one LET 1-4 courses.

COURSE TOPICS / OBJECTIVES:

Writing for Sergeants (Leaders) [Practical exercises]

1. Recognize common and proper nouns.
2. Recognize pronouns and explain their function.
3. Identify action verbs and linking verbs and explain their function.
4. Identify adjectives and explain their function.
5. Identify adverbs and explain their function.
6. Identify prepositions and explain their function.
7. Identify coordinate and subordinate conjunctions and explain their function.
8. Distinguish sentences from non-sentences.
9. Divide sentences into subjects and predicates.
10. Pick out the verbs in a sentence and describe their function.
11. Pick out the subjects in a sentence and describe their function.
12. Recognize adjectives and adjective phrases and describe their function.
13. Recognize adverbs and adverb phrases and describe their function.
14. Identify adjective clauses and describe their function.
15. Identify adverb clauses and describe their function.
16. Recognize the sentence fragment.
17. Correct the sentence fragment.
18. Recognize the run-on sentence.
19. Correct the run-on sentence.
20. Recognize the comma-splice error.
21. Correct the comma-splice error.
22. Define the term *subject-verb agreement*.
23. Distinguish between singular and plural subjects.

24. Distinguish between singular and plural verbs.
25. Make your subjects and verbs agree by using the five rules that careful writers know.
26. Form the past tenses of regular and irregular verbs.
27. Distinguish between *sit* and *set*.
28. Distinguish between *rise* and *raise*.
29. Distinguish between *lie* and *lay*.
30. Avoid inconsistent shift in verb tense.
31. Recognize errors in parallel structure.
32. Correct errors in parallel structure.
33. Recognize misplaced modifiers.
34. Correct misplaced modifiers.
35. Recognize dangling modifiers.
36. Correct dangling modifiers.
37. Recognize the subject form of the pronoun.
38. Use the subject form of the pronoun correctly in compound structures.
39. Recognize the object form of the pronoun.
40. Use the object form of the pronoun correctly in compound structures.
41. Use the *–self*-pronouns correctly.
42. Recognize the possessive pronouns.
43. Use the possessive pronouns correctly.
44. Recognize the demonstrative pronouns.
45. Use the demonstrative pronouns correctly.
46. Use correctly the three end marks of punctuation—the period, the question mark, and the exclamation point.
47. Apply the five key rules for the comma.
48. Use the colon correctly.
49. Use the apostrophe correctly to form contractions and possessives.
50. Recognize and capitalize proper nouns.
51. Capitalize the names of all races, nationalities, languages, and religions.
52. Capitalize the days of the week, the months of the year, and the names of holidays.
53. Know the eleven basic rules for using capitals in military documents

Presidential Power Project

54. Identify the executive powers and limitations stated in Article II of the Constitution.
55. Analyze the use of executive power throughout our history.

Congress Project

56. Discuss issues that are currently in Congress and select one to follow over time.
57. Research an assigned perspective on the issue.
58. Analyze the successes, failures and activities of your assigned perspective.
59. Assess the role of Congress and how cadets can follow their representatives' actions.

60. Evaluate the performance of YTP Small Group Meetings and Representative Group Sessions.

Supreme Court Project

- 61. Discuss a recent Supreme Court decisions and select one to research.
- 62. Research a recent Supreme Court decision and determine your group's position on the issue.
- 63. Compare your group's decision with that of the Supreme Court.
- 64. Assess how the Supreme Court decision changed the Constitution.
- 65. Evaluate the performance of YTP Small Group Meetings and Representative Group Sessions.

Advanced Citizenship and "You The People" Projects

- 66. Research a given topic.
- 67. Present conclusions at the Representative Group Meeting.
- 68. Evaluate Small Group Meetings and Representative Group Sessions.

Advanced Citizenship

- 69. Community projects that reinforce studies in government for example Freedom's Answer/Youthevote.

Writing in Action

- 70. Perform school projects that reinforce writing and other academics such as Tutoring.

Leadership in Action

- 71. Perform duties of assistant instructor/take leadership roles in projects and the cadet corps.